



Harvard John A. Paulson
School of Engineering
and Applied Sciences

Diversity Statement Workshop

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Group Norms and Expectations

- Be an active listener and respect others when they are speaking.
- Stay away from generalizing and speak from your own personal experience (use “I” instead of “we,” “they,” or “you”).
- Engage with the material and with each other
- Reflect and be open
- Learn from everyone
- Challenge yourself and be comfortable with the uncomfortable
- Ask Questions
- Parking lot board



Request for Diversity Statements

Princeton School of Engineering and Applied Sciences

“We seek faculty members who will create a climate that embraces excellence and diversity, with a strong commitment to teaching and mentoring that will enhance the work of the department and attract and retain a diverse student body.”

Personal statements that summarize leadership experience and contributions to diversity are encouraged.



Request for Diversity Statements

Harvey Mudd College Department of Engineering

Candidates must be committed to teaching and mentoring a diverse student population, particularly groups traditionally underrepresented in engineering; candidates from these groups are encouraged to apply. All candidates are encouraged to describe in the cover letter the nature of their commitment to and experience in broadening participation of underrepresented groups in engineering.



Purpose

- Demonstrates your commitment to equity, diversity, inclusion, and belonging
- Demonstrates your understanding of issues related to EDIB
 - Interpersonal
 - Institutional
 - Cultural
- Presents your plan to advance EDIB as a faculty member



Before you write...

What are the universities/organizations diversity goals?

Why is this important to you?

What is your understanding of diversity, equity, inclusion, and belonging? What are the pressing concerns in your field?

Outline the things you do → Why? Evidence?

Outline the things you plan to do → How do those things connect to university goals/needs?



Areas You Can Address

- Identify the problems, concerns, and areas of growth
- Pedagogy
- Recruitment
- Retention
- Research
- Service



Structure

- Introduction – your commitment statement, areas of focus
- Body
 - Summarizes your “why” (some may include in introduction)
 - Articulates past contributions
 - Outlines future plans
 - Connects contributions and plans to systemic problems
- Closing – personalize to each school. Articulate how this aligns with the School, initiatives you can engage in, etc.



Questions to Ask

- How do you plan to serve a student body that is diverse in a multitude of ways?
- How does your approach to course design take into account considerations of diversity?
- How does your approach to facilitating discussion (and/or structuring active learning activities) take into account considerations of positionality, power, and/or diversity?
- What do you do as a teacher that creates a welcoming and inclusive atmosphere?

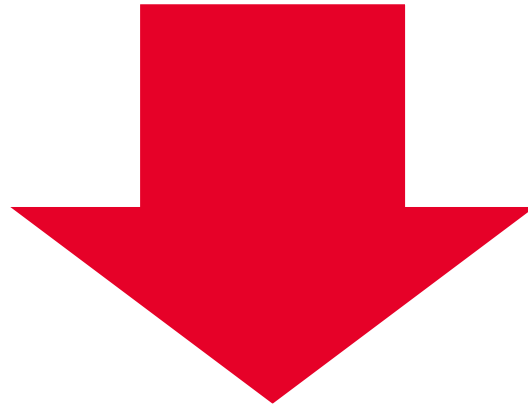
Source: Vanderbilt Center for Teaching



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Tension
Turnover
Imposter Syndrome
Superiority Complex
Elitism



Sense of belonging
Sense of community
Collaboration
Quality of work
Satisfaction with the college/work experience



Pitfalls

- Savior Complex
- Not acknowledging your own privilege/Acknowledging your privilege in a pat on the back manner
- If you don't hold a marginalized identity, equating your experience to those that have a marginalized identity
- Saying there is nothing you can do
- Not taking the statement seriously
- Tokenizing others



Start Your Outline

- What are the universities/organizations diversity goals?
- Why is this important to you?
- What is your understanding of diversity, equity, inclusion, and belonging?

What are the pressing concerns in your field?

- Outline the things you do → Why? Evidence?
- Outline the things you plan to do → How do those things connect to university goals/needs?





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WHERE
SCIENCE
AND
ENGINEERING
CONVERGE

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